Steelcase
EDUCATION

Navigating What's Next: Post-COVID Learning Spaces

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About This Guide

As we navigate this crisis, Steelcase will draw on the knowledge of our diverse network of global education clients, thought leaders and experts to explore and understand the implications to teaching and learning.

Navigating What's Next: Post-COVID Learning Spaces is designed to share strategies that can help educational institutions navigate this crisis across three time horizons – now, near and far.

Our commitment to you is to share as quickly as we learn:

SteelcaseEducation.com

Post-COVID Learning Spaces

Educational institutions may choose to bring staff and students back in waves with staggered daily and weekly schedules for classes and activities – and a combination of in-person and remote learning. This approach will be stressful for administrators, educators, students and parents. It will require thoughtful planning and deliberate reflection about resources, technology and, most importantly, desired outcomes.

Navigating What's Next

Returning to school or campus will challenge every institution to rethink their capabilities for providing blended in-person and remote learning experiences to help create a safer environment for students, educators and administrators.

During the shutdown, learners and educators around the world found themselves participating in an unparalleled remote learning experiment. Administrators, educators, students and parents have been forced to find new ways to teach and learn under immense pressure. For some, it means a heavily amplified use of online platforms, processes and tools that were already in place. Yet for many, remote teaching and learning is uncharted territory with a steep learning curve. For too many students, it has meant their education has come to a halt due to lack of access to basic technological building blocks — a device and internet access — which will have consequences for years to come.

There is deep uncertainty around what the landscape of education will look like in a post-COVID world. In the short term, it's unclear when students and educators will be able to return safely to school or campus — and how the next academic year will be structured. In the longer term, COVID-19 has highlighted the need for new approaches, models and solutions.

Adaptability, resilience, creativity and higher problem-solving capabilities are the skills educators and students will need more than ever moving forward. Students are self-directing their learning in ways they have not before, while teachers are employing their ingenuity and creativity to redesign learning experiences to support their students. We know these skills and dispositions are needed to thrive in the future. Consequently, learning experiences will need to become more personalized, student-centered and student driven. Learning at one's own pace does not always mean learning alone, so collaborative, interdependent learning and teaching experiences will be vitally important. New adoption of technological tools and platforms to enhance and better support the learning and teaching experience will become a greater need in the future.

The importance of wellbeing, already a focus for administrators and educators, is being amplified by the pandemic and the constraint of online learning platforms. The stress, anxiety and mental health issues that students and educators may already face without the needed coping skills are intensified by the uncertainty, isolation and overwhelming nature of COVID-19. As they plan for the return to school and campus, administrators recognize the need to be more intentional about the social, emotional and physical wellbeing of their students and educators — and the greater need to ensure their physical and psychological safety.

We know that face-to-face experiences will be more important than ever. Education is more than just teaching and learning. It is about the interactions people have with one another — between colleagues, friends and the community. It is the intangible energy of ideas and scholarship. It is the extracurricular activities that drive further purpose through clubs, arts and sports. And it is the small serendipitous moments that happen in hallways, while walking across campus or meeting up with friends or life experiences like living in residences. These experiences are rooted in the physical spaces of schools and campuses. But educational institutions cannot simply pick up where they left off – they will need to change with the resolve to be stronger, more resilient and adaptable communities of curiosity, discovery, creativity and collaboration where all students and educators can thrive. It is an opportunity to re-evaluate and reimagine what education can be.

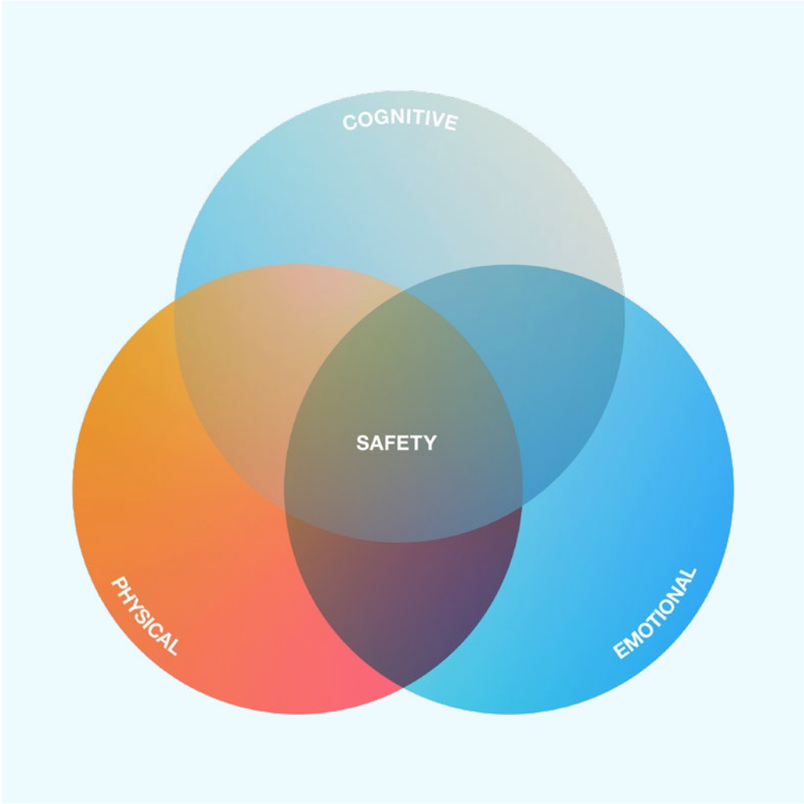
As we navigate what's next, solutions need to be holistic and consider not just furniture, but also materials, technology, planning paradigms and even behaviors and protocols. Our ideas are rooted in the science of infection control as we work with human health experts to define national and local guidelines for what makes a school or campus safe. We also want to be practical, providing ideas that educational institutions can adopt now for the return to school and campus, but in a responsible way that also looks ahead to the near and far. Educational institutions must immediately be made safer, but also more resilient and more adaptive to the changes we can only imagine as new factors impact this post-COVID world.

Planning for the unknown: safety first

As administrators, educators and students plan to return to school or campus, we need to make choices carefully and responsibly. Safety and wellbeing must be paramount — everyone needs to **be** safe and **feel** safe.

Wellbeing happens when there is an intersection between our physical, cognitive and emotional health — safety is foundational to all three. Educational institutions need to be supportive, connected communities ensuring that:

- **Physically:** Students and educators can work and learn in places where they are able to stay active, healthy and safe, minimizing exposure to pathogens that cause illness.
- **Cognitively:** People can focus on teaching and learning and not be distracted by fear for their personal safety.
- **Emotionally:** People feel safe, supported and a sense of belonging so learning can thrive. They need to be confident that administrators have done everything possible to create a safe environment – especially for those who may be at higher risk.



Today's learning spaces

The dominant characteristics of pre-COVID learning environments were designed to support active, engaged modes of learning, with an emphasis on student autonomy, fluid collaboration and flexibility for a wide range of learning styles. Many of these attributes can now pose challenges for the post-COVID campus, as educational institutions strive to limit physical interactions.

They include:

- **Reconfigurability:** Active learning classrooms have allowed students and educators to reconfigure furniture quickly — to be more engaged in learning. Often, this reduced the distance between people.
- **Common spaces:** Shared spaces like libraries and student centers foster broad-reaching social connections, combining high-touch experiences with technology, resources and furniture. Other communal and social spaces like cafes have been intentionally designed to bring large groups of people together – increasing density and the likelihood of spreading infection through shared furniture.
- **High density:** Many learning spaces are designed to accommodate high density, including classrooms and lecture halls. This density increases the likelihood of spreading infections.
- **High mobility:** Mobile technologies and power solutions enable students to move freely, allowing learning spaces to be highly dynamic environments with lots of energy – but increasing the risk of spreading infection.
- **Focus on wellbeing:** Spaces set aside specifically for quiet and rest on a campus are particularly high-touch, presenting unique challenges for slowing the spread of germs.

These attributes have helped to create environments that empower educators and students, build soft skills like communication and creativity, and increase overall engagement in learning. **While many educational institutions prepared for safety in other ways, schools and campuses were not designed to mitigate the spread of disease.** Many schools and universities around the world were not prepared to think about how to design learning spaces that can adapt quickly to unexpected health risks. Going forward, institutions need to preserve how they engage students and educators while minimizing the risk that rapid transmission of a virus could cause a facility or entire campus to shut down.

The now, near and far

As we work with our global network of leading educational institutions, experts and partners, we recognize the importance of looking at the return to school or campus across the time horizons of now, near and far. For many institutions this will happen in waves and differ across geographies, as they bring students, educators and staff safely back.

Now

During the first wave, portions of the learning experience, including some classes or activities, will again be held on campus in person, while online learning will continue for many students – with staggered daily and weekly schedules. Planning for now may require **retrofitting** learning spaces, based on a commonsense approach that adheres to governmental and global health guidelines, which include physical distancing, adding barriers and implementing cleaning and safety measures.

Near

At this stage, educational institutions may be ready to bring back most or all in-person classes and activities. Building on what we learn from our experiences and science, schools can begin **reconfiguring** learning and common spaces. This will involve new ways to layout space and change settings to offer longer-term solutions for enhanced safety.

Far

Learning environments in the future will require reinvention as science-based evidence and emerging technologies offer new solutions. In the past, learning spaces were largely planned in a cost-effective way and for efficient knowledge transfer. Going forward, schools will need to be more flexible and able to adapt quickly to possible economic, climate and health disruptions. **Reinvented** learning spaces must be designed with an even deeper commitment to the wellbeing of students and faculty, recognizing that their physical, cognitive and emotional states are inherently linked to their safety.

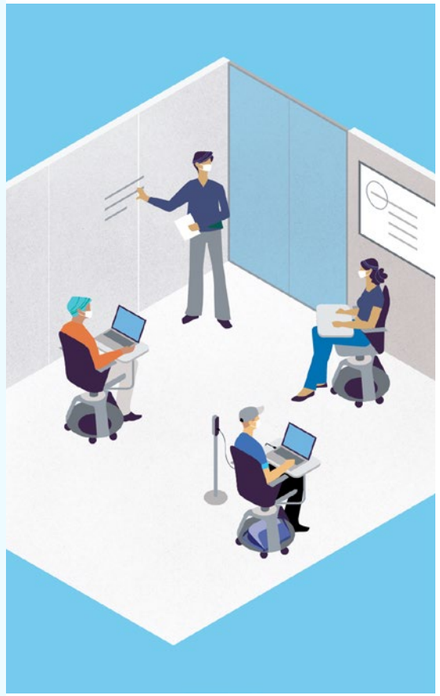
Key principles for these first two stages will be to focus on:

- Density of learning spaces and their population
- Geometry of the furniture arrangements
- Division using screens, panels or other barriers

Now

To reopen schools and campuses, most institutions will need to consider a phased approach. Many will want to restart in-person classes and activities with staggered daily and weekly schedules to minimize the density of people in physical spaces. In the first wave, they will need to focus on retrofitting what they already have and take a common-sense approach based on current understanding of preventing disease transmission.

We have learned from factories and global workplace clients who implemented early safety precautions as they responded to the needs of essential businesses – and applied it to learning environments.



These approaches include:

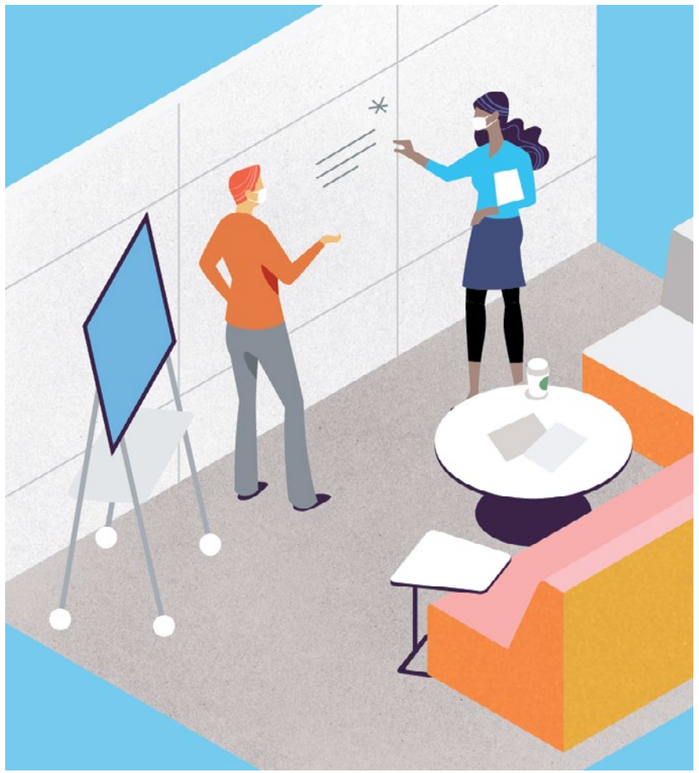
- **Smaller Classes + Meetings**
  Establish protocols for the number of people who can occupy an enclosed space. Post that information so it is commonly understood. Adhere to local guidance about numbers of people allowed in a gathering and ensure the room supports physical distancing.
- **Reduce Density**
  To encourage physical distancing, consider removing chairs and desks or spreading them at least 6ft/2m apart. For classrooms, consider a checkerboard pattern — increasing the spaces directly beside or in front of where students might sit. Consider setting up classrooms in larger, temporarily unused spaces such as gymnasiums, libraries or art rooms.
- **Change Geometry**
  Reconfigure freestanding desks and workstations to reduce sitting face-to-face without a barrier; rotate desks 90-degrees to face in different directions.
- **Assigned Seating**
  Where possible, assign students to the same individual chair or desk to use throughout the academic period. Consider having students remain in one location while educators move from space to space. Encourage cleaning throughout the day.
- **Add Division**
  Adding division is especially important when minimum 6ft/2m can't be achieved. Add screens in front, beside and behind people — the higher, wider and more easily cleaned, the better. Provide user-configurable screens in self-directed spaces to ensure autonomy and protection.
- **Common Spaces**
  Furniture such as sofas should be marked for single usage unless they can allow physical distancing; lounge seating should be removed or placed at least 6 feet apart. Tables and lighting will need to be cleaned before and after each use by faculty and students, not just cleaning staff.
- **Blended Learning**
  A blended learning approach means some students and educators will learn or teach from home longer than expected. Both students and educators will require ergonomic furniture, lighting and other tools to help them avoid injury from poor posture, repetitive movements, eye strain, etc.
- **Provide Visual Cues**
  Use tape or other visual cues to identify and suggest appropriate distance between people. Arrows on the floor can be used to direct one-way traffic flow in narrow hallways and corridors.
- **Clean Frequently and Visibly**
  Make cleaning highly visible to ensure spaces are being cleaned between each class and at the end of the day. Make cleaning wipes and sanitizer accessible to everyone, everywhere; include hand washing stations and promote personal hygiene.
  (See safety guidelines, page 40)
- **Make Masks the Norm**
  In many countries, it is a social norm to wear a mask during the cold and flu season. If it is not already, consider making it a new norm to wear masks at school and on campus, particularly at times where people need to interact. Provide masks for people as well as give guidance for proper ways to wear them.
  (See safety guidelines, page 40)

Near

As educational institutions are able to ramp back up, they may decide to bring a larger portion of the student body back or expand in person classes and activities. They will need to reconfigure their spaces to accommodate these increased numbers while still adhering to distancing guidelines. Solutions should be highly adaptable so spaces can change quickly in response to any unplanned future disruptions. These solutions should also be based on science – including what we've learned about pathogens and how they are transmitted and destroyed.

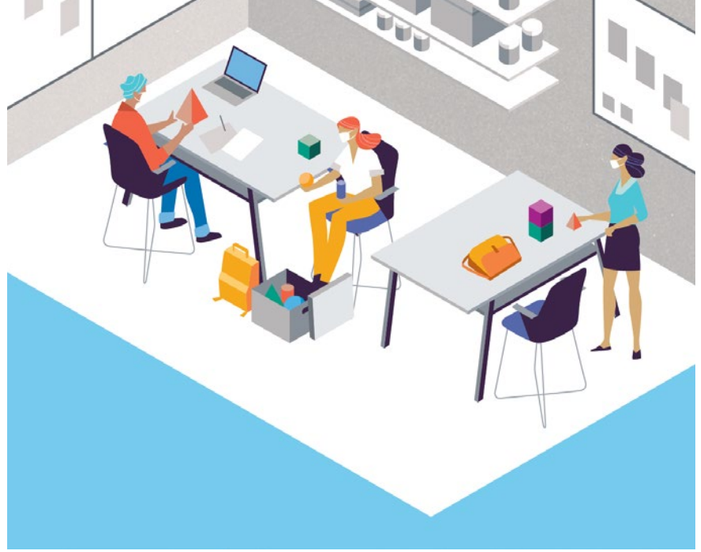
Reconfiguration considerations include:

- **Design for Disinfecting**
  Select smooth surfaces that are easy to clean and fabrics that can be cleaned or washed. Introduce protective coatings. Consider materials that don't degrade with continuous cleaning. Utilize sensor systems to provide information about which rooms have the greatest occupancy and require more frequent cleaning.
- **Deflect the Virus**
  Introduce hard or fabric barriers that are scientifically proven to stop or deflect the virus.
- **Flexible Furniture and Power**
  Introduce furniture that can be easily moved and reconfigured. This allows students and educators to easily distance themselves from others as needed. Mobile power lets students learn in areas where power is not readily available — giving them more choice and control over physical distancing.
- **Large-Scale Collaboration Devices**
  With blended learning increasing, students and educators need more ways to connect. Large-scale collaboration devices, like the Microsoft Surface Hub, are touched with a pen or hands but can also be easily cleaned. Innovative learning often requires large-scale collaboration (whiteboards, etc.) and large-scale digital tools can help facilitate that over distance.
- **Introduce Standing Connections**
  Open areas can become impactful learning environments by moving the Microsoft Surface Hub 2S on a Steelcase Roam Mobile Stand and using Steelcase Flex screens with stools to create a space where people can naturally distance themselves and meet without being stuck in an enclosed space. The extra advantage is that standing and moving is proven to boost creativity by 60%, making it easier to get back to innovation and learning while maintaining an appropriate distance away from others.
- **Contact Tracing**
  Should you become ill, emerging smart phone technology can anonymously communicate this to anyone who's been near you and suggest to them that he/she may want to get tested and/or self-isolate.



Far

There will be an urgency to not simply return to where we were, but to be resilient, move forward and thrive. Engagement and creativity can be reignited and accelerated with learning spaces that are designed to balance diverse ways of teaching and learning while supporting people's wellbeing more than ever – and can respond quickly and easily when faced with disruption. The opportunity ahead is to reinvent learning spaces that are inherently adaptable – able to change as needed, based on new conditions or the next pandemic. This means that planning paradigms of the past, driven by density and costs, need to shift – think flexibility and fluidity instead of permanence. Learning spaces need to deeply support people's wellbeing, knowing that their safety is directly linked to their physical, cognitive and emotional states. Science-based and data-driven solutions will need to integrate with technology tools to create environments that are safe for people to interact comfortably and embrace new ways of learning.



Solutions might include:

- **Design for Adaptability**
  Space should no longer be designed for permanence, but to change easily, expand and contract, with areas that can accommodate greater or less distancing.
- **New Materials**
  Pure or engineered materials that allow for cleaning and disinfection without degrading over time will become the new standard.
- **Sensors**
  Beyond utilization, sensors will measure different aspects of wellbeing, possibly including behaviors or actions that indicate illness.
- **Inclusive Design**
  Learning spaces need to ensure that everyone has equal levels of safe participation regardless of age, abilities or health issues.
- **Living on Video**
  Educational institutions will need to integrate and offer enhanced, virtual interactions and experiences so students and educators can connect across distances seamlessly.
- **Remote Learning Norms**
  Some institutions already have blended learning practices to reduce commutes and support sustainability. This will likely become more normative and educators and students will need support for home workspaces that will provide physical comfort, as well as allow them to participate seamlessly and remain engaged when not on campus.
- **Create Community**
  Beyond the financial recession, people are weary from the social recession and the lack of connection with others. Nurture the unique sense of belonging and shared experiences that schools and campuses provide. Use virtual gatherings to help people maintain that connection to others.

We all need time to understand how people are feeling, what science is learning and the technologies that are emerging to fully comprehend future learning spaces.

Design Considerations + Thought Starters

One thing is certain: We will design and plan learning spaces differently in the future.

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Design Considerations
Density. Geometry. Division.

Educational institutions want to bring students and educators back to physical learning spaces because they know it's the best place to enhance learning and impact student success. People have grown weary of isolation and look forward to being able to speak directly to others. As institutions plan for in person classes and activities to return in waves, they need a strategy for the physical environment that follows new safety protocols and allows people to interact and learn.

Three key strategies to consider when retrofitting spaces now or reconfiguring in the near term are:

Density: the number of people per sq. ft/m

Geometry: how the furniture is arranged

Division: using screens, panels or barriers

These strategies should be used in combination to create administrative and learning spaces that, when supplemented with new safety guidelines, allow people to confidently come back to school or campus. Going forward, institutions will want to create a diverse range of spaces that are highly adaptable to allow them to navigate what's next.

Minimum Distance
Create minimum 6ft/2m distancing between people in learning and social spaces. Reduce occupancy by removing or alternating desks, tables and seating.

Meet in the Open
Use open spaces for larger group meetings, leveraging flexible furniture with movable whiteboards and screens to create boundaries.

More Owned Spaces
Reduce/eliminate shared desks and shift to more assigned spaces where possible.

Re-orient Furniture
Reconfigure desks to reduce face-to-face orientation.

Separate Desks
Pull student desks apart to increase distancing.

Add Space Division
Increase barriers for existing learning spaces by adding screening, storage elements, plants or partitions.

Moveable Screens
In learning spaces, consider increased user-moveable screening and privacy devices to reduce exposure.

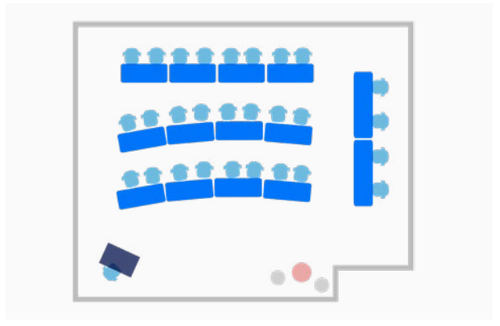
Height Helps
Implement the highest boundary possible above desks (on all exposed sides) when a minimum 6ft/2m distance cannot be achieved.

The Design Challenge

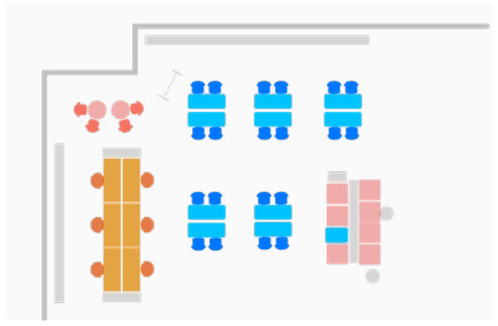
Learning spaces created in a pre-COVID world were not designed to mitigate the spread of disease. Educators will need to make furniture and technology choices to adapt existing spaces to meet the new safety challenges presented by the COVID-19 pandemic.

Sometimes, with only small changes to the density, geometry and division of the physical space, the necessary physical distancing can be achieved. This can often be done by using existing furniture and adding a few or no new elements to the space.

Bigger changes can be achieved by introducing more modular furniture and video technologies that maximize flexibility over time and can address the needs of multiple learning modes while maintaining distancing recommendations.



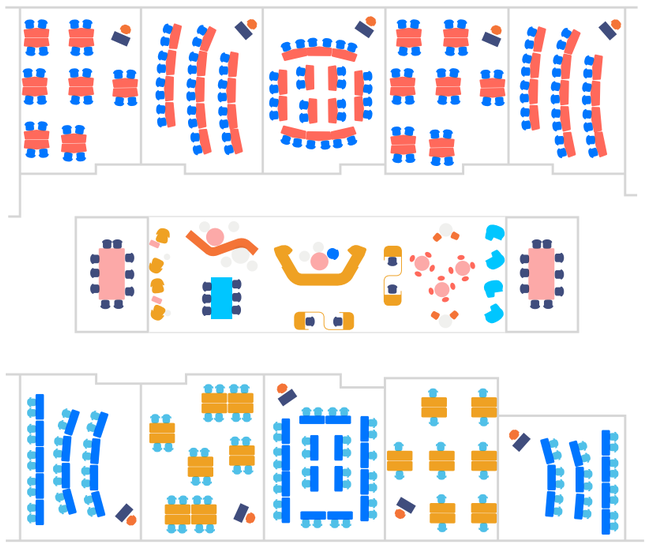
Classrooms
Standard classrooms are usually designed to support class sizes of 28-32 students. To accommodate the return of students in a post-COVID world, classrooms will need to decrease density as well as plan for greater flexibility and adaptability to address longer-term needs.



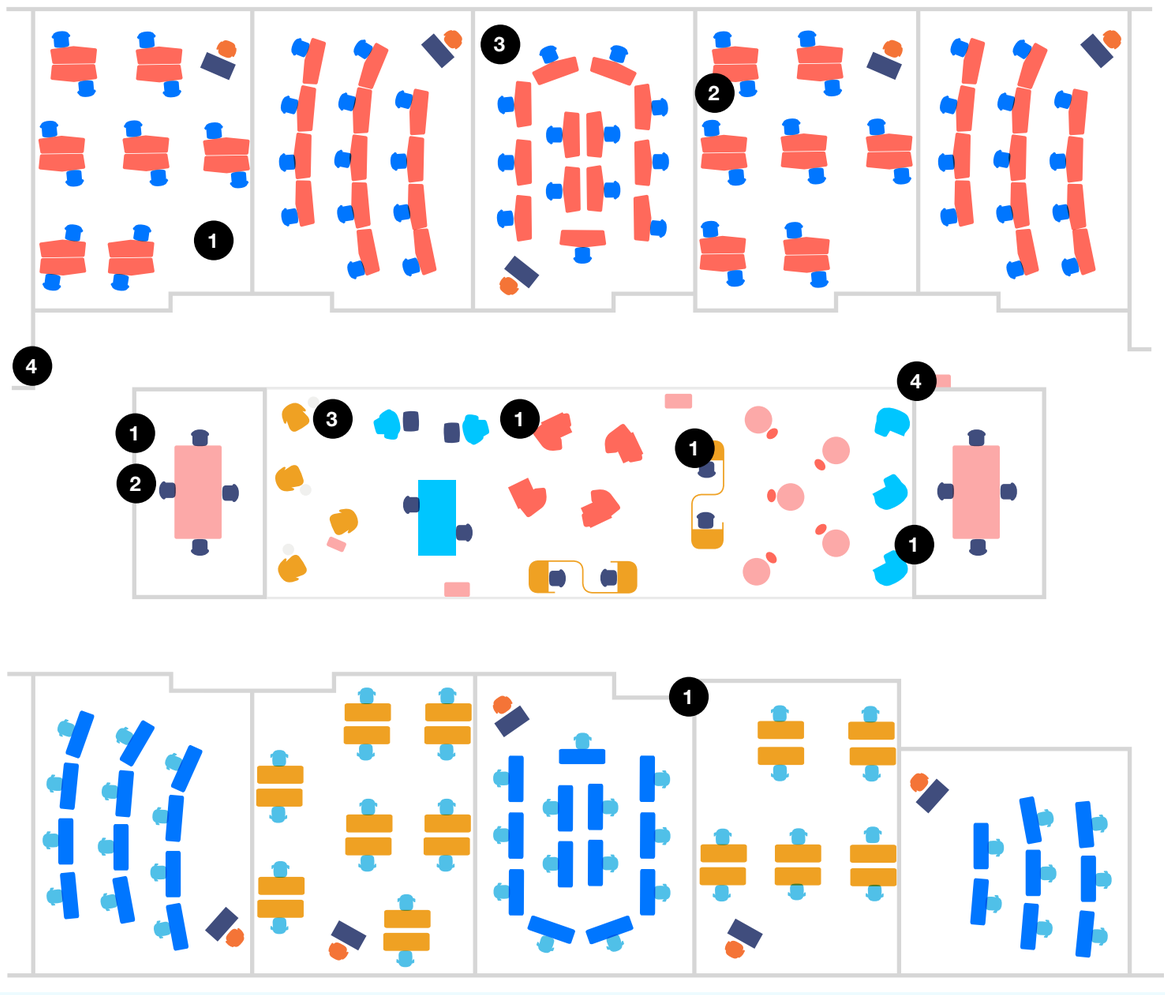
Common Spaces
A mixture of seating types - benching, shared collaborative tables and lounge seating - provide students with maximum choice and control. But the density and arrangement may not allow for the recommended physical distancing or shielding needed for safety and psychological comfort when students return to school or campus.

Floor Plan Considerations

The key to preparing learning spaces for the return of students and educators requires changing the density, geometry and division of the space.



Before



After

1 Density

- Decrease density by removing some seating and tables in classrooms to allow students to safely learn and interact.
- In common spaces, separate modular seating into smaller individual seating and remove some seating to provide a minimum distance of 6ft/2m between people.
- Integrate technology that enables remote attendance, allowing fewer students to be physically present in classrooms.
- As classroom density decreases, provide overflow seating in student commons for students to participate virtually.

2 Geometry

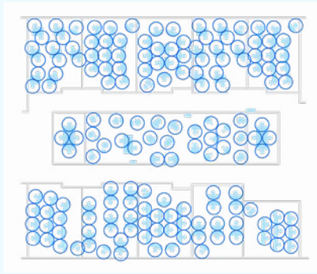
- Adjust orientation of tables to create distancing and/or arrange desks and seats to eliminate face-to-face orientation.

3 Division

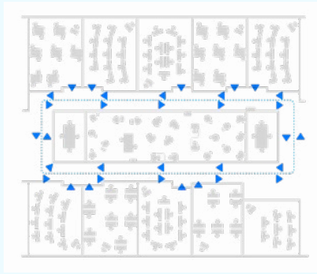
- Add desk-mounted screens for individual shielding.
- Introduce moveable screens to create additional shielding and privacy, as needed.

4 Sanitization

- Add sanitation stations to practice safe hygiene protocols.



Physical Distancing: Circles indicate the 6ft/2m distance recommeded to maintain desired distancing in learning spaces.



Traffic Flow: Consider adopting a one-way traffic flow to reduce face-to-face contact as people walk through the facility. The use of graphics on floors and walls can indicate direction.

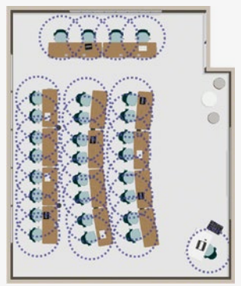
Learning, Teaching and Administrative Settings

The following design considerations and thought starters demonstrate how to adapt existing learning, teaching and adminstrative spaces for Post-COVID educational institutions.

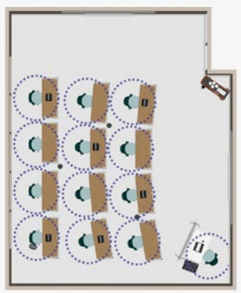
Classroom: Active Learning
Lecture Mode

Classroom allows for physical distancing (6ft/2m distance between students) by adding screens and reducing seating, as well as gives students choice over their preferred posture.

Before



After



Classroom Size: 35’ x 28.5’ / 971 sq ft

Student Capacity: Before - 28; After - 12

Key Products
Verb Rectangle Tables
Steelcase Health Desktop Separation Screens
Node Seating
Steelcase Flex Team Cart

Link to Planning Idea

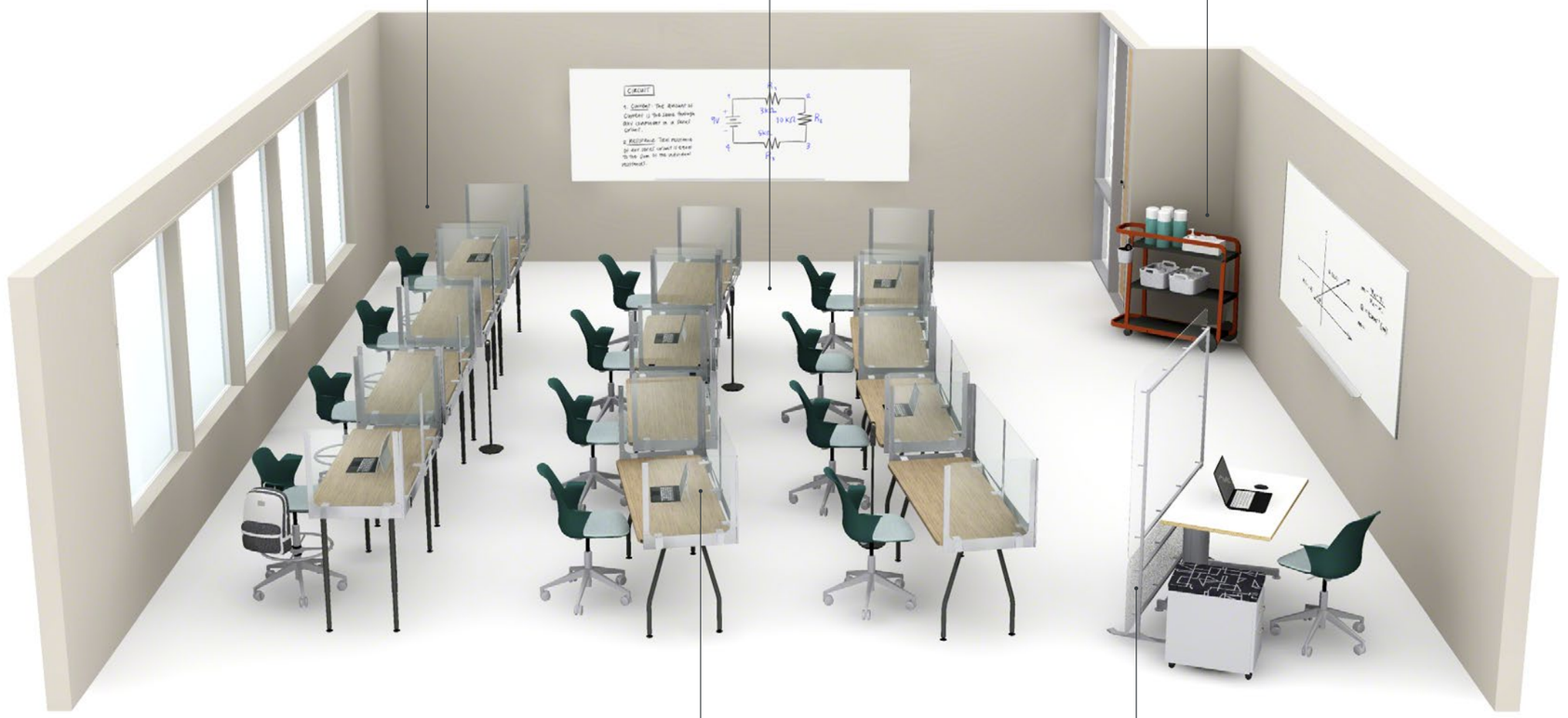
Density

Remove one chair from each table and some tables to reduce density and allow a minimum 6ft/2m distance between students.

Geometry

Adjust rows to ensure a minimum distance of 6ft/2m between students from a seated position.

Add a mobile cart to provide a place for students to sanitize their hands and for self cleaning of tables, etc. as they enter, throughout the day and as they leave.



Division

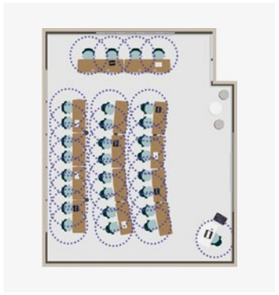
Add 24” high, transparent table top-mounted screens on three sides of each table to provide shielding, while maintaining sitelines to classmates, educator and content.

Division

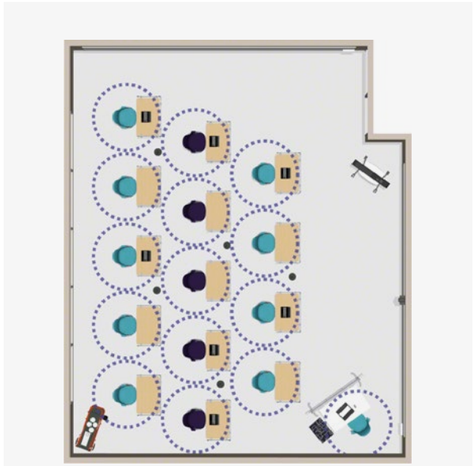
A moveable screen provides a transparent shield between the teacher and students. It can be moved, if desired, to provide shielding while using the whiteboard.

Classroom: Active Learning

Before



After (Lecture Mode)



After (Group Mode)

Classroom Size: 35’ x 28.5’ / 971 sq ft

Student Capacity: Before - 28; After - 14

Key Products

Verb Rectangle Tables
Steelcase Health Desktop Separation Screens
Node Seating
Steelcase Flex Team Cart
Steelcase Roam Cart and Microsoft Surface Hub 2

Lecture Mode

Moveable tables maximize flexibility to support multiple learning modes and adapt with the institution's needs over time. Video technology integrated in the space promotes blended learning, extending the physical classroom for participants unable to be present.

Link to Lecture Mode Planning Idea

Group Mode

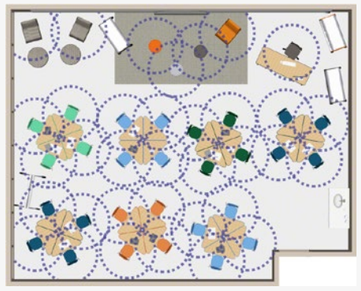
Using the same modular furniture and technology elements from the Lecture Mode setting (p. 22), this classroom can be easily reconfigured into a Group Mode setting without sacrificing physical distancing or other safety guidelines.

Link to Group Mode Planning Idea

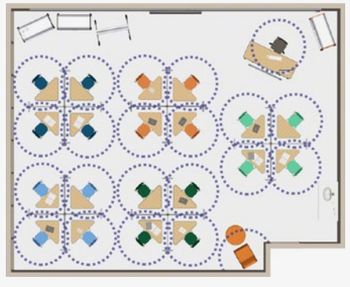
Classroom K-5

This flexible learning space for K-5 students with owned student tables can be arranged to encourage student-to-student learning. The mobile tables can be easily reconfigured, as needs and safety concerns change. Rotational zones have been eliminated but can be slowly added back in as conditions relax.

Before



After



Classroom Size: 35’ x 28’ / 956 sq ft

Student Capacity: Before - 28; After - 20

Key Products

Smith System Social Distance Screens
Smith System Interchange Wing Desks
Smith System Flavors Stack Chairs
Smith System Cascade Storage

Link to Planning Idea

Density/Geometry

The group arrangement of the desks with extra separation allows for the 6 ft/2m min distancing between students. All spaces are dedicated to an individual student's use.

Division

Personal student totes are controlled by the educator, who hands them out daily to reduce congestion and touchpoints.Totes fit below desk surface for easy storage.

Hand washing stations near entrance for students and educators to wash hands when they enter and leave the classroom and throughout the day.

Division

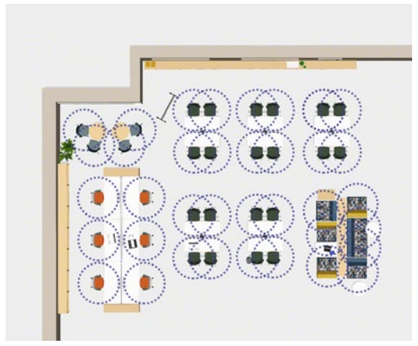
Transparent, moveable screens can be placed between students to provide shielding, while still maintaining sightlines and allowing communication.

Moveable screens and storage create an easily adaptable environment to accommodate future needs. Whiteboard on back of storage unit provides an additional function.

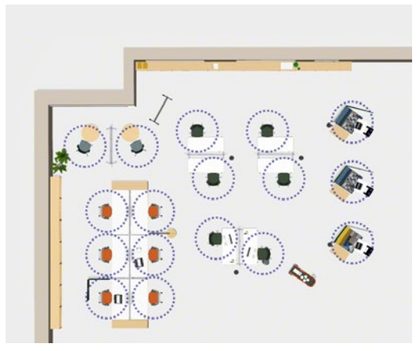
Common Spaces: Library Learning Commons

Maintain key zones and activities with new physical distancing restrictions to allow students to continue various learning activities (collaborate, socialize, study).

Before



After



Library Commons Size: 50' x 36.5'/ 1,825 sq ft

Student Capacity: Before - 37; After - 17

Key Products

Verb Flip-Top Tables
Steelcase Flex Collection
Steelcase Health Freestanding Separation Screens
Thread Power Distribution

Link to Planning Idea

Division

Add 24” high screens to provide shielding in front of and between students.

Density

Remove and stagger chairs to provide the recommended distance (6ft/2m) between students at shared tables.

Geometry

Separate modular lounge settings to provide individual lounge chairs. Mobile screens provide additional shielding and privacy between students.

Division

Mobile screens increase boundaries between students and can be easily moved to create more or less shielding and privacy, as needed.

Division

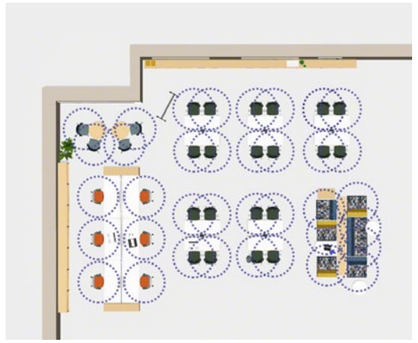
Moveable transparent screens provide shielding between students, while still allowing flexibility to adjust as needs change.

Add an easily-accessible mobile cart to store cleaning supplies and personal protection equipment for students and staff.

Common Spaces: Library Learning Commons

This highly flexible space was designed with long-term needs in mind. A variety of modular settings give students choice about where to work, based on their personal comfort levels around distancing, shielding and the work they're doing. Moveable furniture allows for easy reconfigurability.

Before



After

Library Commons Size: 50' x 36.5'/ 1,825 sq ft

Student Capacity: 37 Before, 10 After

Key Products

Turnstone Bassline Storage
Steelcase Flex Collection
Brody WorkLounge
Orangebox Air3 Pod

Link to Planning Idea

Geometry

Rearrange individual desks to avoid face-to-face orientation. Add mobile screens to allow for added shielding and maximum flexibility. Desks can be grouped together to create a collaborative setting once physical distancing restrictions are loosened.

Division

Private pods provide acoustical buffering where students or educators can engage in remote learning or focus without interruption.

Hand washing stations for students and instructors to wash hands when they enter and leave the space and throughout the day.

Division

Highly mobile furniture create a highly adaptive space that can be easily changed to support new behaviors as safety restrictions are eased.

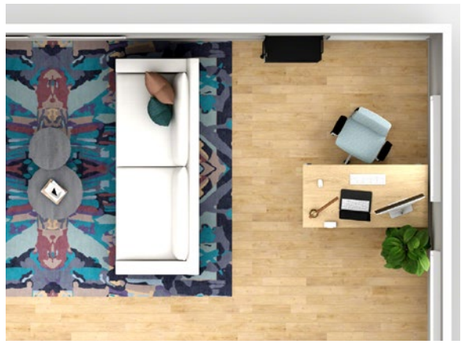
Division

Lounge seating with integrated screens provide a comfortable and shielded place to focus.

At Home: Teaching From Home

The educator's home office can be small but efficient, tucked into the corner of a room with features and options that bring comfort, support and the tools needed to enable them to manage teaching from home.

Floorplan



Key Products

Migration SE Desk
Think Chair
PolyVision a3 CeramicSteel Motif Panel
BluDot Hitch Bookcase

Link to Planning Idea

Bookcase provides a place for reference materials and personal artifacts to create a more human and approachable impression for students on video.

The use of a laptop and monitor provide screen space for content on one device and the ability to see students joining remotely on the other.

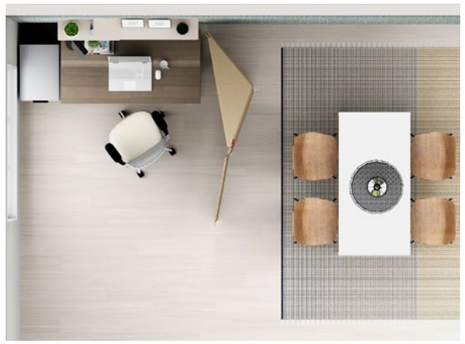
Ergonomic task chair and height-adjustable desk create a comfortable work environment.

Height-adjustable desk allows the instructor to sit and work, or stand at the whiteboard and still be visible on camera for video instruction.

At Home: Learning From Home

Create a dedicated learning space in a spare room or the corner of a living space that supports family members of all ages.

Floorplan



Key Products

Turnstone Bivi Height-Adjustable Desk
Steelcase Series 1 Chair
Turnstone Clipper Screen
TS Series Mobile Pedestal

Link to Planning Idea

Height-adjustable desk can be raised or lowered to accommodate a variety of students and age ranges.

Mobile storage stores supplies to keep everything needed to learn within reach.

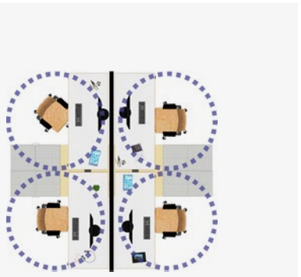
Ergonomic task chair and height-adjustable desk encourage movement and wellbeing.

A folding screen controls visibility and distractions from other activities and can be moved to shield the view during video calls.

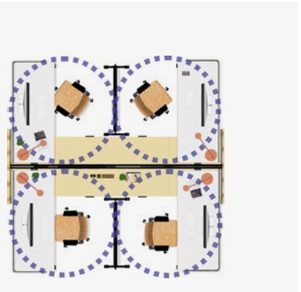
Administrative Space

Provide additional shielding to individual faculty workstations, while still giving people access to the tools to support their work. An extra tall spine provides a place for storage of physical resources and artifacts. A mobile whiteboard creates a place to brainstorm, while also increasing division between users.

Before



After



Key Products
Answer Panels
Boundary Screens
AMQ 3F Screen
Gesture Chairs

Link to Planning Idea

Division

Add 18" high glass stack to the top of the 48" high Answer panels.

Density

Increase square footage per person by changing desk orientation.

Geometry

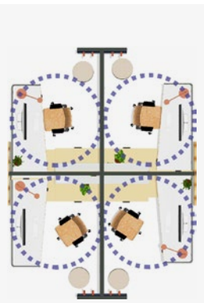
Rotate desks 90 degrees to eliminate face-to-face orientation.

Administrative Space

Give staff the luxury of a fully ergonomic workstation, supported with ample storage for resource materials and personal items, and shielding to make them feel safe and free from distractions.

Before

After



Key Products

Answer Panels
Steelcase Boundary Screens
AMQ 3F Screens
Groupwork Screens

Link to Planning Idea

Safety Guidelines

A holistic approach to health and safety will allow people to be safe and feel safe when they return to school or campus. Recommendations focus on three key areas beyond the design of the physical environment: new protocols and communication, sanitization and disinfection and personal protective equipment (PPE).

The information contained in this section provides general recommendations for reopening schools and campuses safely – and aligns with governmental and global health agency recommendations to the greatest extent possible. There may be unique circumstances that require institutions to adapt these recommendations to address facility requirements or laws specific to a region.

Parts of this guide are adapted from Lear Corporation's Safe Work Playbook which has been published for public use.

Plan and Prepare Before Bringing People Back

Set-up a Pandemic Response Team (PRT)

A PRT is a cross-functional team led by a facility manager to address the health and safety of people returning to school or campus.

- Designate leaders and teams in key areas including physical space, faculty and student protocols and communication, sanitization and disinfection, and personal protective equipment (PPE).
- Develop protocols and train leaders and teams prior to a return to school or campus. The PRT should meet daily and have a plan in place to adopt and coordinate the execution of this framework while also developing site-specific protocols.

Develop new staff protocols and communication plans

Educational institutions will need to develop and communicate new protocols to address new work and learning behaviors and manage illness.

Protocols:

- Schedule how staff and students will return. Decide how many people and how often. Some institutions may choose to rotate staff and students by day, week, month and even shut down intermittently for deep cleaning.
- Develop health screening protocols. Require staff and students to self-screen daily before arriving at school or campus. Request a verbal or non-verbal confirmation. Conduct on-site daily temperature checks upon arrival (38°C or 100°F or higher should contact administrators to follow necessary protocols).
- Develop illness protocols. If people present symptoms of exposure to a virus, follow isolation or self-quarantine procedures. There should be a trained coordinator on-site, a designated isolation room and clear protocols that have been communicated to all staff and students and require strict adherence. Similar protocols should be in place to determine when someone is ready to return to school or campus.
- If someone presents with an illness at school or campus, coordinators should be contacted by staff or a student. Protocols should limit exposure while seeking help from a local health authority.
- Clearly communicate when staff or students need to self-quarantine. They should remain off-site for 14 days if COVID-19 symptoms are present, if they have a positive test, or have been exposed to COVID-19. Return to school or campus in compliance with governmental/ global health guidelines.
- Create new food service protocols. Implement extended hours and staggered schedules for café/food service areas. Use signage on the floor to delineate safe distancing practices.

Communication:

- Develop and deliver safety training for all staff and students before returning to school or campus, using virtual learning tools as well as written and verbal communications.
- Review new policies and protocols with staff and students. Review COVID-19 signs and symptoms, self-screening procedures, on-site screenings, isolation and self-quarantine protocols.
- Host first-day training and orientation to reinforce physical distancing, hygiene and sanitization practices and new procedures.
- Create and install signage throughout the school or campus to visibly communicate new protocols and safety procedures. Signage should include health screening checkpoints, isolation areas, visitor checkpoints, sanitization and disinfection guidelines, social distancing requirements and personal hygiene tips.
- Use all internal communication channels available including intranet, email, instant messaging, and signage to reinforce new protocols. Pervasively communicate desired behaviors for cleanliness, distancing and PPE usage.
- As we all learn more about how to prevent the spread of the virus and as protocols need to change, have a plan in place to communicate evolving guidelines.

Create and reinforce sanitization and disinfection protocols

Deep cleaning and ongoing sanitization practices should be planned and prepared for before reopening.

- Develop a sanitary baseline before reopening. Conduct deep cleaning and disinfection prior to a return to the school or campus per environmental, health and safety guidelines. Also, conduct a deep-clean anytime staff or a student is identified as COVID-19 positive.
- Deep cleaning is defined as a more comprehensive cleaning using advanced technologies and more aggressive cleaning solutions administered by a third party.
- Take site-specific circumstances into consideration when sanitizing and disinfecting. Pay special attention to restrooms, cafeterias, lockers, common areas such as handrails and vending machines, computer screens and keyboards, elevator buttons, light switches and other common touchpoints.
- Develop protocols for ongoing cleaning, disinfection method and frequency. The PRT should supervise.
- Assess and maintain inventory of disinfectants. Confirm facilities have at minimum a 30-day supply of soap, disinfection spray, hand sanitizer, paper towels and tissue.
- Encourage staff and students to self-clean individual desks and social spaces before and after use. Provide “Sanitization Stations” that include disinfectant spray, wipes and hand sanitizer to encourage new cleaning guidelines.
- Implement hands-free experiences wherever possible. Leave doors open or incorporate door- opening sensors, automatic lighting based on occupancy, or voice-activated experiences.

Determine personal protective equipment (PPE) guidelines

People required to wear PPE need clear direction, training and demonstrations of how to properly use it and frequent reminders to comply.

- Determine usage guidelines of PPE. Response teams such as medical employees, screeners and cleaning crew should be required to wear face coverings, gloves and glasses. Based on guidelines, confirm at minimum a 30-day supply.
- Appoint COVID-19 supervisors. Designate team members to train staff and students on proper usage of PPE and ensure compliance with PPE policy.
- Anticipate making masks the norm for everyone on campus, particularly at times where people need to interact. Provide masks and give guidance on how to wear them.

These guidelines are based on our current understanding of the safety precautions required. They will be updated as we gain science-based data and learn more about how to effectively address this pathogen and any future pandemics.

Materials: Cleanability

Cleanability of the surfaces in an interior is more important than ever. Without sacrificing aesthetics, we can make some intentional material decisions that will help promote a healthy, highly cleanable, and beautiful environment.

The cleaning guidelines for Steelcase products in the Surface Materials Reference Manual align with guidance from the U.S. Centers for Disease Control and Prevention (CDC).

Laminates, painted metals, and other hard surfaces can be cleaned with commercial cleaning products which have shown to be compatible with our products through Steelcase testing, when used in accordance with manufacturer instructions.

https://www.steelcase.com/cleaning-steelcase-products/

Some high-performing textiles have a colorfastness that allows them to be cleaned with a bleach solution. The CDC recommends diluted bleach for disinfecting surfaces, and our bleach safe textiles are designed for a 10 parts water to one part bleach solution.

All soft surfaces, including seating upholstery and vertical surface fabrics should always be cleaned according to the manufacturer recommendations.

https://www.designtex.com/media/pdf/Designtex-Cleaning_Manual.pdf

Our Commitment

We know that student, educator, staff and organizational needs are going to evolve as people return to schools and campuses. We will continue to work closely with our global network of leading organizations and experts and share our observations and insights with all of you.

SteelcaseEducation.com

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